



# WHAT THE EXPERTS SAY

## **Video: Elements of Destruction**

Cause-Effect Relationships Nonfiction Text Structure (multiple causes – single effect)



#### Successful Readers Understand and Notice Text Structure

Developing your understanding of text structure can help you as you try to make sense of the nonfiction texts you will read as you progress through school. Expository text (text written in the patterns of Cause-Effect, Compare-Contrast, Description, Problem-Solution and Sequence) is found in:

- non-fiction trade books
- textbooks
- reference books such as encyclopedias, almanacs, and how-to manuals
- "real-life" materials
- standardized tests

## Successful Readers Understand and Use Signal Words

Signal words and phrases provide important clues about how texts are organized. Therefore, if you understand that your science reading assignment is organized around a cause-effect pattern, you will be better prepared to identify the causes and effects as well as focus on the important components of the cause-effect relationship. Some texts, however, have no apparent pattern or multiple text structures. You also need to be aware of this fact so you can select other strategies and techniques to assist you with understanding what you read.

### Successful Readers Understand and Use Graphic Organizers

Research has found that it is helpful for you to organize your thinking by using a visual tool. Graphic organizers help you remember information and make connections between author's ideas because they focus your attention on the integrated concepts rather than disconnected facts. When you construct your own graphic organizers, research suggests that they more accurately reflect your understanding, promote deeper processing, and promote better connections with your existing memory. When you study author-provided graphic organizers, research suggests that you can deepen your learning in less study time. Either way, graphic organizers are useful tools!

#### References:

- Dickson, S. V., Simmons, D. C., & Kameenui, E. J. (n.d.). Text organization and its relation to reading comprehension: A synthesis of the research. Retrieved from: <a href="http://idea.uoregon.edu/~ncite/documents/techrep/tech17.html">http://idea.uoregon.edu/~ncite/documents/techrep/tech17.html</a>
- Lenski, S, Wham, M.A., & Johns, J.L. (1999). Reading and learning strategies for middle and high school students. Dubuque, IA: Kendall Hunt.
- Stull, A. T., & Mayer, R. E. (2007). Learning by doing versus learning by viewing: Three experimental comparisons of learner-generated versus author-provided graphic organizers. *Journal of Educational Psychology*, 99(4), 808-820.

